DOCUMENT RESUME

ED 380 470 TM 022 762

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TITLE Overage Ninth-Grade Dropout Prevention Programs, 1993-94.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO AIDS-93.13
PUB DATE Sep 94
NOTE 43p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Age Differences; Cost Effectiveness; *Dropout Prevention; Dropout Programs; Dropouts; *Grade 9; Grade Repetition; High Risk Students; High Schools; *High School Students; *Nontraditional Education; *Program Effectiveness; Program Evaluation; Program Improvement; Resource Allocation
IDENTIFIERS *Austin Independent School District TX; *Overage Students

ABSTRACT

In 1993-94, the Austin (Texas) Independent School District (AISD) allocated money to four operations areas for five dropout prevention programs for overage ninth graders. Three of the five area dropout programs had positive effects on the dropout rates of students served. The dropout rates for these programs were lower than the sixth six-weeks dropout rate for high school students districtwide, and fewer students dropped out than predicted from their at-risk characteristics. The following year, students in two of these programs were recommended for retention in grades at lower rates than those of the district overall, but other indicators of program effectiveness do not show influence of the programs overall on achievement, attendance, grades, or discipline incidents. Several of the programs served a small number of students, and were consequently very expensive. In addition, not all students served were at risk or ninth graders. Recommendations center on identifying and targeting a greater percentage of at-risk and overage ninth graders and on using the lessons from effective programs to improve the others. Eleven figures and five evaluation summary charts present results of the program evaluations. (SLD)

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OVERAGE NINTH-GRADE DROPOUT PREVENTION PROGRAMS, 1993-94

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Authors: David Wilkinson and Julia Griffith

Program Description

During the 1993-94 school year AISD allocated $100,000 to each of the four operations areas for dropout prevention programs targeting overage 9th graders. Each operations area's dropout prevention program was centered in one of the area's high schools (except in Area 4, which involved two high schools). Each program was designed and implemented by the participating high school(s). Funds were allocated to the following programs:

- Project Advancement Via Individual Determination (AVID) at Reagan High School,
- Project Partnerships Activated for School Success (PASS) at Johnston High School,
- Project Excel at Travis High School,
- The School-To-Work Transition Program at Bowie High School, and
- The LBJ High School At-Risk Program.

Major Findings

1. Three of the five area dropout prevention programs implemented in the District's four operations areas--at Reagan, Johnston, and Bowie--had a positive effect on the dropout rates of the students served. The three programs' dropout rates were lower than the sixth six-weeks dropout rate for high school students districtwide, and fewer students dropped out than predicted from their at-risk characteristics. (Pages 13-14)

2. Students in two of the same programs, at Reagan and Bowie, and students in the program at LBJ, were recommended for retention-in-grade the following year at lower rates than AISD high school students overall. (Pages 13-14)

3. Other indicators of program effectiveness do not present evidence of a positive influence by the programs overall on student test performance, grades, attendance, or discipline incidents. Individual programs had success in particular areas. (Pages 13-14)

4. Several programs served a very small number of students directly and, consequently, were very expensive. There may be continuing benefits for students realized in the future, however. (Pages ii-iii)

5. Not all of the students served were at risk or ninth graders. (Page iii)

Budget Implications

Mandate: Requested by School Board

Funding Amount: $100,000 per operations area; total $400,000

Funding Source: Local

Implications:

These programs address the District's first and third strategic objectives: "every student will function at his/her optimal level of achievement and will progress successfully through the system"; and "one hundred percent of all students who enter AISD will graduate." These programs also address objective 2 of the District's 1993-94 District Improvement Plan: "reduce the numbers of overage grade 9 students." Continued funding will allow the operations areas to implement programs to help reduce the overage ninth-grade student population which is at the greatest risk of dropping out.

Recommendations:

1. Program resources should be expended in the area of greatest concern: overage 9th graders.
2. The programs should identify and serve a greater percentage of at-risk students.
3. The programs should serve a larger number of students.
4. Programs with effective strategies should serve as a model for future dropout prevention programs.

PROGRAM EFFECTIVENESS SUMMARY

1993-94 OVERAGE NINTH-GRADE DROPOUT PREVENTION PROGRAMS

PROGRAM	COST	NUMBER OF STUDENTS SERVED*	COST PER STUDENT SERVED	NUMBER OF DROPOUTS Predicted	Obtained	PREDICTED DROPOUTS WHO STAYED IN SCHOOL (EFFECT) #	%	COST PER STUDENT KEPT IN SCHOOL (COST/ EFFECT)	RATING
Reagan High School Project AVID Funding Source: External Grade: 9	At risk: $85,000 Total: $100,000	At risk: 11 Total: 13 (175 more students received secondary services)	$7,692 (N=13) $532 (N=188)	1	0	1	100	$85,000	+
Johnston High School Project PASS Funding Source: Local Grades: 9-11	At risk: $88,000 Total: $100,000	At risk: 28 Total: 32 (58 more were served during summer)	$3,125 (N=32) $1,111 (N=90)	4	0	4	100	$22,000	+
Travis High School Project Excel Funding Source: Local Grades: 9-12	At risk: $89,000 Total: $100,000	At risk: 126 Total: 141	$709	21	30	-9	-43	Not Cost-Effective**	-
Bowie High School: School-To-Work Transition Program Funding Source: Local Grades: 9-12	At risk: $18,470 Total: $32,594	At risk: 68 Total: 120	$272	10	5	5	50	$3,694	+
LBJ High School At-Risk Program Funding Source: Local Grades: 8-9	At risk: $67,406 Total: $67,406	At risk: 18 Total: 18 (144 more students received secondary services)	$3,745 (N=18) $416 (N=162)	2	3	-1	-50	Not Cost-Effective**	-

* More students were evidently served than initially identified to evaluation staff. "Total" is the number of students reported as served by program staff as of mid-September 1994.

** More students dropped out than were predicted to drop out; i.e., the program did not have a positive effect. Therefore, cost-effectiveness could not be calculated (see "Definitions").

Rating is expressed as contributing to any of the five AISD strategic objectives.

+	*Positive*, needs to be maintained or expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
Blank	*Unknown*

Cost is the expense over the regular District per student expenditure of about $4,000.

0	*No cost or minimal cost*
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the evaluation information presented in this report, the following conclusions may be made:

- Three of the overage ninth-grade dropout prevention programs--at Reagan, Johnston, and Bowie--had a positive effect on the dropout rates of the students served.

Whether these programs represent an effective approach for reducing the District's high dropout rate cannot be determined solely on the basis of the data considered for this report. Longitudinal follow-up of the students served would be required to establish longer term effectiveness.

- Several programs served very small numbers of students directly and, consequently, were very expensive.

With an allocation of $100,000 per area, serving a handful of students results in a per-student cost in the thousands of dollars. For example, Reagan High School provided primary services just to 13 students at a per-student cost of $7,692. (If the 175 students who received secondary services are included in the calculation, the cost is reduced to $532 per student.) Two of the three apparently more successful programs had costs in the tens of thousands of dollars for keeping a student in school. Even the most cost-effective program, at Bowie, required $3,694 per student, *above and beyond the regular District per-student expenditure of about $4,000*, to prevent students from dropping out.

The cost of these programs should be understood in a multiyear context, however. High first-year costs may be offset over time. In the future, through the investment in faculty training and other indirect services, there may be continuing benefits for students beyond those observed this year.

- Serving students who were not overage or in ninth grade is inconsistent with the programs' intent to target overage ninth graders.

Of the 324 students identified by name to evaluation staff as being served, 130 (40%) were not overage and 147 (45%) were not in grade 9.

RECOMMENDATIONS

If monies are allocated to area programs again, it is recommended that:

- Program resources should be expended in the area of greatest concern: overage 9th graders.
- The programs should identify and serve a greater percentage of at-risk students.
- The programs should serve a larger number of students.
- Programs with effective strategies should serve as a model for future dropout prevention programs.

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

PROGRAM EFFECTIVENESS SUMMARY ii

CONCLUSIONS AND RECOMMENDATIONS iii

INTRODUCTION 1

EVALUATION OVERVIEW 2

PROJECT AVID - REAGAN HIGH SCHOOL 3

PROJECT PASS - JOHNSTON HIGH SCHOOL 5

PROJECT EXCEL - TRAVIS HIGH SCHOOL 7

SCHOOL-TO-WORK TRANSITION PROGRAM - BOWIE HIGH SCHOOL 9

LBJ HIGH SCHOOL AT-RISK PROGRAM 11

SUMMARY 13

DEFINITIONS 15

ATTACHMENTS 17

INTRODUCTION

One of the five priority areas in the *1993-94 District Improvement Plan* is student outcomes in grades 6-9. Objective 2 for this improvement area is, "Reduce the numbers of overage grade 9 students." Accordingly, in the District's 1993-94 budget, each of the four operations areas was allocated $100,000 to be used for this purpose. The Superintendent specified that most of the funds in each area were to be used at one school in order to focus the program and have a higher chance of success. This direction was followed except in Area 4 and with a slight deviation in Area 1.

The following table contains an overview of the programs for each area. More extensive program descriptions accompany the sections of this report which present program outcomes.

OVERVIEW OF AREA PROGRAMS FOR OVERAGE 9TH-GRADE STUDENTS

Area	Program Site	Program Name	Main Program Features
1	Reagan High School	Project AVID (Advancement Via Individual Determination)	• Support team for students of one teacher and one social worker • Peer tutoring • Student input to their Individual Educational Plans • Successful teachers assigned to program students • Tutorial class with computers • Parent conferences • Staff training in cooperative learning strategies and performance-based assessment
2	Johnston High School	Partnerships Activated for School Success (PASS)	• Faculty training in Total Quality Learning strategies; student training by faculty • Faculty training in accelerated learning instructional strategies • Vertical team linkages among students and staff (mentoring, peer tutoring, other peer support strategies) • Setting quality standards for the instructional, counseling, and career guidance programs
3	Travis High School	Project Excel	• Interdisciplinary team organization • Support staff of teachers, parent intervention specialist, and social worker • Integrated learning system on IBM network • Adult mentors and tutors • Referral to GED or Competency Based High School Diploma programs for some students
4	Bowie High School	School-to-Work Transition Program	• Interdisciplinary program, centered around a core curriculum • Private sector involvement • On-the-job training; apprenticeship • Company funding of student postgraduate study
4	LBJ High School	At-Risk Program	• Student research into "hot" health topics • Student dissemination of information through pamphlets and television programs • Two parent workshops • Student field trips to area colleges/universities • Staff mentor for students • Student interactions with community resource persons

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EVALUATION OVERVIEW

The evaluation plan for these programs is published in *The Research and Evaluation Agenda for AISD--1993-94* (ORE Publication Number 93.07). As reflected in the *Agenda*, .30 full-time equivalent (FTE) staff were allocated to this evaluation and an evaluation of two contracted dropout recovery programs (see ORE Publication Number 93.12).

As described on page 12 of the *Agenda*, ORE evaluation plans are structured around decision questions to be answered by the decision makers who are the major audience or reference group for the evaluation; decision questions are not answered by evaluation staff. ORE evaluations seek to answer evaluation questions associated with, and constituent to, the decision questions to provide decision makers with the information they need to answer the decision questions. The answer to a decision question is a program or District decision.

The decision question addressed by the evaluation was:

> "Should each of the area programs for overage 9th-grade students be continued, modified, or discontinued?"

Data for the evaluation were obtained from the following sources.

- Program staff provided information about program services and supplied rosters of the students served.
- ORE's GENeric Evaluation SYStem (GENESYS) provided demographic, progress, and achievement data about program students.
- Staff in the Department of Finance supplied program cost information.

As set out in the evaluation plan, qualitative data were not collected. Quantitative outcome data for each of the programs were obtained by the Office of Research and Evaluation (ORE) through the use of its GENeric Evaluation SYStem (GENESYS). GENESYS is a method of streamlining data collection and evaluation through the use of computer technology. By standardizing input data and outcome information, GENESYS makes it possible to evaluate a large number and variety of programs with limited resources. GENESYS has been employed successfully in the evaluation of dropout prevention programs since 1988-89. In 1992-93, GENESYS information made possible cost-effectiveness comparisons of many programs, including dropout prevention programs (see ORE Publication Number 91.43). GENESYS gathers information from central computer files and reports information, for any specified group of students, on:

- Student demographic characteristics,
- Achievement,
- Attendance,
- Discipline,
- Grades/credits,
- Dropout status,
- Retention status, and
- At-risk status.

GENESYS compares the performance of the specified group with District and, for some variables, national performance. A Report on Program Effectiveness (ROPE) analysis in GENESYS compares predicted with actual student achievement to determine if there are significant differences because of participation in a program. For more information about GENESYS, see ORE Publication Number 90.39.

GENESYS results for the five overage ninth-grade dropout prevention programs are provided in Attachments 1-5.

PROJECT AVID - REAGAN HIGH SCHOOL

PROGRAM DESCRIPTION

The Advancement Via Individual Determination (AVID) program at Reagan High School consisted of a support team of one teacher, one social worker, a social work intern, and the program manager with Communities in Schools, who served as a task force to monitor the progress of each AVID student on a weekly to bimonthly basis. The task force studied the students' records, interviewed the student, and developed a student profile. Each student was personally scheduled into the regular school program according to his/her individual needs. Teachers with high success rates were assigned to AVID students. One teacher was hired to provide individual tutoring support in reading, writing, and mathematics. Students were also paid to perform peer tutoring. The tutorial class was supplemented with hardware and software to assist teachers with the accelerated learning. A computerized program provided by the school district and classroom instruction were used to focus on increasing basic skills and improving outcomes on the Texas Assessment of Academic Skills (TAAS). Mentors from Austin companies, such as Motorola, were also utilized in the program. Every Friday, AVID students were taken on field trips to businesses in the community. In addition, all overage 9th graders participated in the Reality Oriented Physical Experience Session (ROPES) course.

A social worker provided family support to get the students to school as well as providing home visits, links with appropriate social agencies, recruiting and assigning mentors, and working with teachers. At least two conferences with parents of each AVID student were held during the school year to review the student's social and academic progress.

STUDENTS SERVED

A total of 13 students received primary services through the AVID program. An additional 175 students received secondary services provided by the social workers. The cost per student receiving primary services was $7,692. The cost per student receiving primary or secondary services was $532. The demographic characteristics of the 13 students who were the focus of the program are shown in Figure 1.

FIGURE 1
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS RECEIVING AVID SERVICES AT REAGAN HIGH SCHOOL, 1993-94

NUMBER OF STUDENTS	MALE	FEMALE	AFRICAN AMERICAN	HISPANIC	OTHER	LOW INCOME	LEP	OVERAGE FOR GRADE	SPECIAL ED	G/T*
13	7 54%	6 46%	5 38%	6 46%	2 15%	8 62%	3 23%	11 85%	0	0

* G/T = Gifted/Talented

EFFECTIVENESS

Effectiveness of the program for the 13 students who received primary AVID services was determined through GENESYS. AVID students had better dropout and retention rates than other District students, but their attendance and discipline rates were worse than comparable District rates. Compared to themselves last year (1992-93), AVID students' attendance was lower and discipline was higher. The program's effect on grades was mixed. Students' GPA's were lower than the GPA's of high school students districtwide; however, compared to their own GPA's last year, students' 1993-94 GPA's were higher. GENESYS results are shown in Figure 2.

FIGURE 2
EFFECTIVENESS OF AVID PROGRAM, 1993-94

DROPOUT RATE	AT-RISK	NAPT	TAAS	ATTENDANCE	DISCIPLINE INCIDENTS	GRADES (GPA)	RETAINEES
Better than predicted level; lower than District	Above District level	Too few students for analysis	No tests taken	Lower (-11.8) than District rate; lower compared to themselves last year	Higher (+10.1) than District rate; higher compared to themselves last year	Lower (-8.0) than District; better than previous year	Lower (-9.2) than District rate

PROJECT PASS - JOHNSTON HIGH SCHOOL

PROGRAM DESCRIPTION

Partnerships Activated for School Success (PASS) at Johnston High School is designed as a comprehensive, systemic approach to prevent the causes of students' dropping out of school by making modifications in the curriculum, instruction, and support systems available to students.

One of the PASS program's goals was to assist students in becoming responsible for their own learning and planning for the future. Faculty were trained in Total Quality Learning strategies, which focus on self-management and responsibility skills. They, in turn, trained students in the use of these strategies. In addition, faculty members received training in instructional strategies intended to accelerate student learning.

An important feature of PASS was the vertical team focus. Johnston vertical team schools were involved in extensive staff development and other capacity building activities. Plans were initiated for linkages among vertical team students and staff for mentoring, peer tutoring, and other peer support strategies which were developed by vertical team students, faculty/staff, and community members. Both staff development and hardware were furnished to the feeder schools. Approximately $20,000 of program funding was expended for vertical team activities.

The following goals were set for the PASS program:

- Students will become capable of planning, managing, and taking responsibility for their learning and future plans;
- Additional training for faculty members will be provided in instructional strategies intended to accelerate student learning (e.g., performance-based assessment, interdisciplinary curriculum development/tech prep, and action research);
- Linkages within the Johnston vertical team at the student and staff level will be established in order to improve the support system available to students;
- Student participants will be able to demonstrate the ability to plan and manage their learning and develop a four-year plan for their high school years;
- Faculty members receiving additional training will be able to demonstrate the application of new instructional strategies which will accelerate student learning;
- The principal will be able to communicate and implement new quality standards for the instructional, academic counseling, and career guidance programs;
- Student participants will receive additional support through the peer tutoring, mentoring, and partnerships established among vertical team schools;
- The percentage of Johnston students passing the reading, writing, and math exit level TAAS tests will increase by at least 5% per year;
- The Johnston dropout rate will decrease by at least 3% each year, with a rate of below 6% by the 1995-96 school year; and
- The Johnston attendance rate will increase by at least 2% per year, with an attendance rate of 95% by the 1995-96 school year.

STUDENTS SERVED

Because the program started late in spring 1994, a total of 32 students were served during the 1993-94 school year. These 32 students made up the core group served by the PASS program. An additional 58 students were served during the summer of 1994. (Because these students were not initially identified as served, they were not included in the following analyses. GENESYS will be conducted on the summer school group at a later date.) The cost per student served during the school year was $3,125. The cost per student receiving school-year or summer services was $1,111. The demographic characteristics of the 32 students served during the school year are shown in Figure 3.

FIGURE 3
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS RECEIVING PROJECT PASS SERVICES AT JOHNSTON HIGH SCHOOL

NUMBER OF STUDENTS	MALE	FEMALE	AFRICAN AMERICAN	HISPANIC	OTHER	LOW INCOME	LEP	OVERAGE FOR GRADE	SPECIAL ED	G/T*
32	16 50%	16 50%	6 19%	22 69%	4 13%	20 63%	1 3%	20 63%	3 9%	0

* G/T = Gifted/Talented

EFFECTIVENESS

Effectiveness of the program on the 32 students who received school-year services was determined through GENESYS. Project PASS showed a positive effect on the dropout rate; however, students who were served by the program showed higher retention rates, lower grades, lower attendance, and higher discipline rates than high school students districtwide. Compared to themselves last year (1992-93), Project PASS students' discipline rates were higher and their grades were lower. Compared to the previous year, attendance was lower in the fall but higher in the spring. GENESYS results are shown in Figure 4.

FIGURE 4
EFFECTIVENESS OF PROJECT PASS, 1993-94

DROPOUT RATE	AT-RISK	NAPT	TAAS	ATTENDANCE	DISCIPLINE INCIDENTS	GRADES (GPA)	RETAINEES
Better than predicted level; lower than District rate	Above District level	Below the national norms in Reading and Mathematics	Lower in all tests taken	Lower (-7.0) than District rate; lower in fall and higher in spring compared to themselves last year	Higher in the fall (+.4), lower in the spring (-1.6) than District rate; higher compared to themselves last year	Lower (-14.7) than District; lower compared to themselves last year	Higher (+6.4) than District rate

PROJECT EXCEL - TRAVIS HIGH SCHOOL

PROGRAM DESCRIPTION

Project Excel at Travis High School was a dropout prevention program staffed by one full-time teacher, one half-time teacher, one full-time mathematics teacher, one half-time English teacher, and a parent intervention specialist. The team was supported by a school counselor and a social worker from Communities in School. Students participated in mastery learning supported by an IBM computer lab. Students worked on their courses at their own pace on the computer and were supported by teachers and tutors.

The parent intervention specialist provided services such as calling or going to the homes of absent students, finding and recovering dropouts, and conducting training workshops for parents, some of whom were students. The specialist also worked with the social worker to arrange for community support services, such as health and human services for the students.

Students will exit the program when they achieve mastery of the material. Some may not return to the regular program but may enter the Partners program provided in partnership with the Austin Community College (ACC), which prepares students for the GED or a competency-based diploma. Some students will be referred from the intervention program to the American Institute for Learning or Robbins Secondary School.

STUDENTS SERVED

A total of 141 students were served by Project Excel during the 1993-94 school year. The cost per student served was $709. The demographic characteristics of these 141 students are shown in Figure 5.

FIGURE 5
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS RECEIVING PROJECT EXCEL SERVICES AT TRAVIS HIGH SCHOOL

NUMBER OF STUDENTS	MALE	FEMALE	AFRICAN AMERICAN	HISPANIC	OTHER	LOW INCOME	LEP	OVERAGE FOR GRADE	SPECIAL ED	G/T*
141	76 54%	65 46%	10 7%	109 77%	22 16%	66 47%	5 4%	104 74%	3 2%	2 1%

* G/T = Gifted/Talented

EFFECTIVENESS

Effectiveness of the program on the 141 students who received services was determined through GENESYS. Compared to other AISD high school students, Project Excel participants showed higher dropout and retention rates, lower grades, and worse attendance. Compared to themselves the previous year (1992-93), Excel students' attendance and grades were lower. Discipline rates for program students were higher during the fall 1993 semester but lower in spring 1994. GENESYS results are shown in Figure 6.

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FIGURE 6
EFFECTIVENESS OF THE EXCEL PROGRAM, 1993-94

DROPOUT RATE	AT-RISK	NAPT	TAAS	ATTENDANCE	DISCIPLINE INCIDENTS	GRADES (GPA)	RETAINEES
Worse than predicted level; lower than District rate	Above District level	Below the national norms in Reading and Mathematics	Lower in all tests taken	Lower (-11.0) than District rate; lower compared to themselves last year	Higher in the fall (+2.6), lower in the spring (-4.4) than District rate; higher in fall, lower in spring	Lower (-7.9) than District; lower compared to themselves last year	Higher (+2.9) than the District

SCHOOL-TO-WORK TRANSITION PROGRAM - BOWIE HIGH SCHOOL

PROGRAM DESCRIPTION

Bowie High School's School-to-Work Transition Program is centered around a core curriculum and is basically a school-within-a-school concept. The core curriculum included mathematics, science, and language components which develop skills to improve overall TAAS scores. The Bowie School-to-Work Advisory Council met with representatives from IBM, Motorola, Advanced Micro Devices, and Radian Corporation. In addition, the following companies also participated: Gina Staff-Hill, Tech Prep Planner at the Texas Department of Commerce; Cassy Key, Director of the Capital Area Tech-Prep Consortium; and Bill Boreing of the Texas Skills Development Corporation. The advisory council worked with the School-To-Work Program at AISD as well as reviewing components of the Fort Worth C Project and similar programs.

Students determined by ORE to be two or more years behind academically as of September 1, 1993 participated in the program. Interdisciplinary teams from the mathematics, science, reading, and English departments worked with representatives from the above corporations to develop a program which addressed resource management, interpersonal and communication skills, computer literacy, and mathematical understanding to at least the Algebra I level. The students were identified, surveyed, and supervised by the interdisciplinary team. The site of the program varied according to need. On achieving a predetermined performance point, usually at the sophomore or junior level, the student will attend school half of the day and spend the remainder of the day receiving on-the-job training. The student will initially shadow employees from various departments of the participating companies, rotating on a six-weeks cycle in order to achieve an overall understanding of the system. During the final year, the student will serve an apprenticeship with a selected company. Bowie High School will then serve as a temporary placement agency, monitoring a 90-day probationary period. At the time of successful completion of the program, each student will enter into a contract with the company. The company will fully fund a 2-year technical school or a 4-year college.

STUDENTS SERVED

A total of 120 students received the School-to-Work Transition program services. The cost per student was $272. The demographic characteristics of these 120 students are shown in Figure 7.

FIGURE 7
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS RECEIVING SCHOOL-TO-WORK TRANSITION SERVICES AT BOWIE HIGH SCHOOL

NUMBER OF STUDENTS	MALE	FEMALE	AFRICAN AMERICAN	HISPANIC	OTHER	LOW INCOME	LEP	OVERAGE FOR GRADE	SPECIAL ED	G/T*
120	64 53%	56 47%	9 8%	35 29%	76 63%	20 17%	4 3%	41 34%	7 6%	0

* G/T = Gifted/Talented

EFFECTIVENESS

Effectiveness of the program on the 120 students who received services was determined through GENESYS (see Figure 8). Compared to other AISD high school students, program participants had lower dropout and retention rates, lower grades, higher attendance, and lower discipline rates. Compared to themselves last year (1992-93), program students' attendance was lower, while discipline incidents were higher in the fall. Participants' grades were higher compared to their grades last year.

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FIGURE 8
EFFECTIVENESS OF SCHOOL-TO-WORK TRANSITION PROGRAM, 1993-94

DROPOUT RATE	AT-RISK	NAPT	TAAS	ATTENDANCE	DISCIPLINE INCIDENTS	GRADES (GPA)	RETAINEES
Better than predicted level; lower than District rate	Above District level	Above the national norms in Reading and Mathematics; at predicted levels	Lower in all tests taken	Higher (+1.5) than District rate; lower compared to themselves last year	Lower (-2.0) than District rate; higher in the fall, the same during spring compared to themselves last year	Lower (-3.2) than District; higher compared to themselves last year	Lower (-2.5) than District rate

LBJ HIGH SCHOOL AT-RISK PROGRAM

PROGRAM DESCRIPTION

During the 1993-94 school year LBJ High School's at-risk program was provided to help students develop basic skills in reading, writing, selecting and evaluating material, and interpreting statistical information and graphs. Students also researched a current health concern from the areas of drug/alcohol prevention, prevention of violence, and physical/mental health. Participating students were grouped together and instructed by science, reading, and social studies teachers. Students in the core program also had an accelerated learning period in the Plato lab using computers to address individual weaknesses in the areas of mathematics, reading, writing, and language skills. In addition to the core program, LBJ's at-risk services extended to a secondary population of at-risk students who received support services. These support services included counseling and academic study groups. Counseling services, which were in addition to LBJ's staff counseling programs, were in the areas of drug rehabilitation, teenage parenting, minority males, teenage problems, and alcoholic parents.

Students began an interdisciplinary project to transform their research projects into television scripts, productions, and oral presentations. While this was begun during the 1993-94 school year, the majority of these projects will be completed during the 1994-95 school year. The 1993-94 program laid the groundwork for at-risk students to select an area of interest to study in fall 1994 (e.g., Health Occupations, Construction Technology, or Office Technology).

Students began work on a student health information center in 1993-94 that will continue during the 1994-95 school year. During the 1994-95 school year students will transform scientific research into pamphlets with graphs, charts, and illustrations for dissemination through the health center. Students also presented health research to peers at the LBJ Science Symposium. During the 1994-95 school year students will provide principals of feeder schools with age-appropriate pamphlets on health issues for dissemination.

LBJ held three parent receptions during 1993-94 to help reluctant parents feel more involved and comfortable with the program. During these receptions, staff introduced themselves and highlighted program and student accomplishments. Of the four parent training sessions planned for 1993-94, LBJ offered two. A $25 incentive was offered to parents for attendance; however, none of the attending parents would accept payment. LBJ plans to offer four parenting sessions during the 1994-95 school year. The incentive will be presented as a student scholarship that parents may gain for their children, which may overcome the reluctance of parents to accept the incentive.

At-risk students participated in field trips to colleges/universities and corporate settings to explore academic and technical programs and libraries for research and orientation. Students also had an on-staff mentor who helped the ninth-grade overage students and coordinated/supervised student interactions with special guests such as handicapped individuals, the elderly, and other ordinarily overlooked community resources. In addition, students completed the medium Reality Oriented Physical Experience Session (ROPES) course as part of the Leadership Conference that took place in Austin.

A total of 18 students were part of the core program. An additional 144 students were served in at-risk support counseling groups. These support systems, ancillary to the regular LBJ counseling program, were specially designed for at-risk students. As a result of crisis counseling with at-risk students, a parent involvement representative made a reported total of 4,100 contacts with students/parents. In addition to these formal contacts, the parent involvement representative made contact and conducted daily counseling with a unknown number of students on an informal basis.

STUDENTS SERVED

A total of 18 students received primary services from the program. An additional 144 students received support services. (Because these students were not initially identified as served, they were not included in the following analyses. GENESYS will be conducted on the secondary group at a later date.) The cost per student receiving primary services was $3,745. The cost per student receiving primary or secondary services was $416. The demographic characteristics of the 18 students receiving primary services are shown in Figure 9.

FIGURE 9
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS RECEIVING AT-RISK SERVICES AT LBJ HIGH SCHOOL

NUMBER OF STUDENTS	MALE	FEMALE	AFRICAN AMERICAN	HISPANIC	OTHER	LOW INCOME	LEP	OVERAGE FOR GRADE	SPECIAL ED	G/T*
18	8 44%	10 56%	10 56%	7 39%	1 6%	13 72%	0	9 50%	0	0

* G/T = Gifted/Talented

EFFECTIVENESS

Effectiveness of the program on the 18 students who received primary services was determined through GENESYS. Compared to other high school students, program participants had higher dropout rates, lower grades and lower attendance, and higher discipline rates. Students were retained at a lower rate than high school students districtwide. Compared to themselves in 1992-93, students' attendance was still lower; discipline incidents were higher, but students also made higher grades. GENESYS results are shown in Figure 10.

FIGURE 10
EFFECTIVENESS OF THE LBJ AT-RISK PROGRAM, 1993-94

DROPOUT RATE	AT-RISK	NAPT	TAAS	ATTENDANCE	DISCIPLINE INCIDENTS	GRADES	RETAINEES
Worse than predicted level; lower than District rate	Above District level	Too few students for analysis	No tests taken	Lower (-20.2) than the District; lower compared to themselves last year	Higher (+16.9) than the District; higher compared to themselves last year	Lower (-18.1) than the District; higher compared to themselves last year	Lower (-9.2) than the District

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SUMMARY

A summary of the GENESYS results across the five programs is given in Figure 11. Overall, analysis of the effectiveness of the dropout prevention programs implemented in the District's four operations areas indicates that:

- **Three of the five dropout prevention programs–at Reagan, Johnston, and Bowie–had a positive effect on the dropout rates of the students served.** While the dropout rates of the students served by all five of the programs were lower than the District rate for high school (as of the sixth six weeks of 1993-94), only in the Reagan, Johnston, and Bowie programs did fewer students drop out than predicted from their at-risk characteristics.

- **Students in two of the same programs, at Reagan and Bowie, and students in the program at LBJ, were recommended for retention in grade the following year at lower rates than AISD high school students overall.**

- **Other indicators of program effectiveness do not present evidence of a positive influence by the programs overall on student test performance, grades, attendance, or discipline incidents.** Individual programs had success in particular areas:

  - The 9th graders served at Bowie scored above the national average in Reading and Mathematics on the NAPT; however, they did not exceed the achievement levels predicted for them based on ROPE.
  - The attendance rate of the students in Bowie's program was higher than the attendance rate for high schools districtwide.
  - The rate of discipline incidents among the students in the Travis program was lower in the 1994 spring semester than the District rate; however, the fall program rate was higher than the District rate.
  - The average GPA of the students served at Reagan was better than their own average GPA the previous year, although it was lower than the GPA for high school students districtwide.

FIGURE 11
ACADEMIC EFFECTIVENESS OF OVERAGE PROGRAMS, 1993-94

NAPT/ROPE	Reading	Mathematics	Language	Composite
	R J T B L	R J T B L	R J T B L	R J T B L
High School Grade 9	- - - +/= -/*	- - - +/= -/*	* * = *	- - - + -
10	- - -/*	- - -/*	* * *	- - -
11	- - -/*	+ - -/*	* * *	+ - -

TAAS (EXIT LEVEL)	REAGAN	JOHNSTON	TRAVIS	BOWIE	LBJ
Percent passing writing	N/A	-	-	-	N/A
Percent passing reading	N/A	-	-	-	N/A
Percent passing mathematics	N/A	-	-	-	N/A
Percent passing the whole test	N/A	-	-	-	N/A

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	REAGAN	JOHNSTON	TRAVIS	BOWIE	LBJ
DROPOUTS					
Compared to District	+	+	-	+	-
Compared to predicted levels	+	+	-	+	-
RETENTION					
Compared to District	+	-	-	+	+

GRADES	REAGAN		JOHNSTON		TRAVIS		BOWIE		LBJ	
	Fall	Spring	Fall	Spring	Fall	Spring	FALL	SPRING	FALL	SPRING
Compared to District	-	-	-	-	-	-	-	-	-	-
Compared to themselves, 1992-93	+	+	-	-	-	-	+	+	+	+
ATTENDANCE										
Compared to District	-	-	-	-	-	-	+	+	-	-
Compared to themselves, 1992-93	-	-	-	+	-	-	-	-	-	-
DISCIPLINE										
Compared to District	-	-	-	+	-	+	+	+	-	-
Compared to themselves, 1992-93	-	-	-	-	-	+	-	=	-	-

Note: When indicating program success measured by grade gain on the NAPT, a + or - indicates that the gain or loss is significantly higher or lower than was predicted; an = indicates no significant difference.

ROPE = Report On Program Effectiveness

+	Did better than the criterion	R = Reagan High School
=	Did as well as the criterion	J = Johnston High School
-	Did worse than the criterion	T = Travis High School
n/a	Values were not calculated for the range	B = Bowie High School
*	Too few students for analysis	L = LBJ High School

DEFINITIONS

At risk - In AISD, a student in grades 7-12 is considered at risk of dropping out if the student falls into one of 22 *risk categories*.

Cost - The total cost of the program, regardless of funding source. The cost of a program is above and beyond the cost of the regular educational program. In reporting costs, ORE standardly uses *appropriation* or *budget*, not expenditure. Cost figures are rounded to the nearest dollar.

Cost/effect - For dropout prevention programs, "cost" for the at-risk students is divided by "effect." "Cost/effect" is the cost for each student prevented from dropping out who was predicted to have dropped out of school. See "predicted dropout rate."

Cost-effectiveness - A measure of cost, in dollars, divided by a measure of effectiveness. A program is cost-effective if the resulting ratio, expressed as a dollar amount, is positive. A program cannot be cost-effective if the program's effect is a negative number.

Cost per student - "Cost" divided by "number of students served." For dropout prevention programs, two costs are provided, one for all students served ("total") and another only for the at-risk students served ("at risk"). The cost for at-risk students is the total cost multiplied by the proportion of at-risk students to total students served.

Cost per student kept in school - "Cost" for the at-risk students divided by the number of "predicted dropouts who stayed in school." If the number of "predicted dropouts who stayed in school" is less than or equal to zero, the cost cannot be calculated.

Cost rating - A rating scale is supplied by which the relative cost of programs can be broadly gauged. The $500 figure is an arbitrary selection based on experience. Cost is the expense over the regular District per-student expenditure of about $4,000.

Dropout - A student is reported as a dropout for a school year if the individual is absent for a period of 30 or more consecutive school days without approved excuse or documented transfer, or fails to reenroll by September 15 of the following school year without completion of a high school program. See "predicted dropout rate" and "obtained dropout rate."

Dropout risk probability - Based on the *risk factor* associated with the student's membership in one of 22 different *risk categories*. See "risk category" and "risk factor."

The probability that a student will drop out is based on the actual percentage of students in that risk category who have dropped out in the past. For example, if 42.66% of the students in risk category #12 dropped out the previous year, current-year students in that risk category would be assigned a dropout risk probability of 42.66.

Effect - For dropout prevention programs, "effect" is a dropout prevention measure. Like cost, the effect of a program, if any, is above that of the regular instructional program. The measure of dropout effect is the "number of predicted dropouts who stayed in school," i.e., the number who did not drop out who were predicted to drop out, or, in other words, *predicted dropout rate* minus *obtained dropout rate*.

Obtained dropout rate - For a program or group, the actual percentage of students who dropped out. See "predicted dropout rate."

Predicted dropout rate - For a program or group, the sum of the *dropout risk probability* for each student in the group divided by the number of students in the group (N).

See "dropout risk probability," "risk category," and "risk factor."

For example, if the total of the students' risk factors for 90 students served by a dropout prevention program were 3,333.80, the predicted dropout rate would be 37.042, or 37.0% (3,333.80/90 = 37.042). The *predicted number of dropouts* for the program would be 33 students (3,333.80/100 = 33.338 = 33). In other words, of 90 students served, 33 (37.0%) would be predicted to drop out based on their dropout risk probabilities.

The number of students predicted to drop out is not equivalent to the number of at-risk students because not all students who are at risk drop out, nor are all the students who drop out identified as at risk.

Predicted number of dropouts - For a program or group, the sum of the *dropout risk probability* for each student in the group divided by 100.

See "predicted dropout rate."

Rating - A rating is supplied for programs on the basis of the program's *cost-effectiveness*. Dropout prevention programs which have a positive effect--defined as a nonzero, positive difference between predicted rate and obtained rate (i.e., predicted rate exceeds obtained rate)--will have a + rating. For programs where the predicted rate and the obtained rate were equal (i.e., the difference was zero), a 0 rating is applied. Programs which did not have a positive effect (i.e., the obtained rate exceeded the predicted rate), will receive a - rating.

Risk category - One of 22 used to identify and track at-risk secondary (grades 7-12) students. ORE extended the four state-mandated criteria to pinpoint differential dropout rates. Greater percentages of students in some risk categories drop out than in other risk categories. Additional, optional criteria for identifying at-risk students have been specified by the State, e.g., sexual, physical, or psychological abuse, living in a residential treatment facility, and being homeless. However, AISD does not maintain centralized files on students with these characteristics. Therefore, ORE does not use these criteria to identify at-risk students.

Definitions of the secondary risk categories are provided in ORE Publication Number 91.41.

Risk factor - For a given *risk category*, the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75. In other words, a student in this risk category would have almost a 50-50 chance of dropping out.

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: OVERAGE 9TH-GRADE PROGRAM, REAGAN HS, 1993-94 PRINT DATE: 07/21/94

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											13				13

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	7	6	5	6	2	8	3	11	0	0
%	54	46	38	46	15	62	23	85	0	0

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
93-94	#	12	13	2	2	#	12	13	12	13	12	13	12	13
	%	81.0	74.7	15.4	15.4	AVG	1.0	4.3	3.17	0.15	0.00	0.00	63.8	78.8
92-93	#	13	12	0	1	#								
	%	92.2	89.5	0.0	7.7	AVG								

AT-RISK

11 % 84.6

GRADUATES

0 % 0.0

DROPOUTS

6th 6 Weeks: 0.0 1994 October: 1994

RETAINEES

End of Year: 0.0 SPRING, 1994 Beginning of Year: FALL, 1994

PREDICTED and OBTAINED 1993-94 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1993						
Spring, 1994						
End of Year, 94	13	1	7.2	0	0.0	0.0
Annual,						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

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ACHIEVEMENT INDICATORS

GENESYS

ITBS/NAPT MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11
Reading									19		
Number of Students									11		
Mathematics									18		
Number of Students									11		
Composite									15		
Number of Students									11		

ROPE, SPRING 1993 TO SPRING 1994 MEAN GRADE EQUIVALENT

Grade		2	3	4	5	6	7	8	9	10	11
READING											
Number of Students											
1993 Grade Equivalent											
1994 Grade Equivalent											
Gain											
Over/Under Predicted											
Program Effectiveness											
Range for 0 (+/-)											

MATHEMATICS

Number of Students
1993 Grade Equivalent
1994 Grade Equivalent
Gain
Over/Under Predicted
Program Effectiveness
Range for 0 (+/-)

LANGUAGE

Number of Students
1993 Grade Equivalent
1994 Grade Equivalent
Gain
Over/Under Predicted
Program Effectiveness
Range for 0 (+/-)

TAAS MASTERY

Grade	3	4	5	6	7	8	Exit
WRITING							
Number of Students							
Percent Mastery							
READING							
Number of Students							
Percent Mastery							
MATHEMATICS							
Number of Students							
Percent Mastery							
PASSING ALL TESTS TAKEN							
Number of Students							
Percent Mastery							

KEY

ITBS • Iowa Tests of Basic Skills Grades 1-2
NAPT • Norm-Referenced Assessment Program for Texas Grades 3-11
ROPE • Report On Program Effectiveness
• • Number of Students is Too Small for Analysis
+ • Positive Impact
- • Negative Impact
0 • No Impact
TAAS • Texas Assessment of Academic Skills

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EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

OVERAGE 9TH-GRADE PROGRAM, REAGAN HS, 1993-94

GROUP CHARACTERISTICS:	
Number of students in this group:	13
Percent low income:	62
Percent minority:	85
Percent female:	46
Percent limited English proficient(LEP):	23
Percent overage for their grade:	85
Percent special education students:	0
Percent gifted/talented students:	0

Major Findings

NAPT ACHIEVEMENT: The spring, 1994, NAPT median percentile scores of program students were compared to the 1993 national norms.

Out of 2 comparisons, program students' scores were...

	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	1	1

NAPT scores from spring, 1994, were compared to predicted level of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 3 comparisons, program students' scores...

	Reading	Mathematics	Language
Exceeded predicted levels in	0	0	0
Achieved predicted levels in	0	0	0
Were below predicted levels in	0	0	0
Were too few for analysis in	1	1	1

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the average percentages of program students mastering the TAAS at the exit level were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	0	0	0	0

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Lower	90.4%	81.0%
Spring, 1994	Lower	88.8%	74.7%

Compared to...	1993-94 program attendance was...
Program students in 1992-93	Fall: Lower Spring: Lower

93.13

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Higher	5.9%	15.4%
Spring, 1994	Higher	4.7%	15.4%

Compared to...	1993-94 program discipline was...
Program students in 1992-93	Fall: Higher Spring: Higher

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1993	Lower	79.2	63.8
Spring, 1994	Lower	79.3	78.8

Compared to...	1993-94 program GPA was...
Program students in 1992-93	Fall: Higher Spring: Higher

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1994, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Lower	9.2%	0.0%

Compared to the sixth six weeks dropout rate for senior high students for 1993-94:

The program rate was...	AISD	Program
Lower	8.8%	0.0%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	7.2%	0.0%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name:DW@0AA1

GENESYS
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AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: OVERAGE 9TH-GRADE PROGRAM, JOHNSTON HS, 1993-94 PRINT DATE: 07/21/94

DEMOGRAPHIC INDICATORS

	Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:												17	12	3		32

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	16	16	6	22	4	20	1	20	3	0
%	50	50	19	69	13	63	3	63	9	0

PROGRESS INDICATORS

		Attendance		Disciplined		Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
93-94	#	32	32	2	1	# 32	30	32	30	32	30	32	30
	%	85.3	79.8	6.3	3.1	AVG 1.2	1.4	3.53	3.23	0.00	0.00	64.5	64.7
92-93	#	29	26	0	0	# 16	17	16	17	16	17	16	17
	%	91.0	79.2	0.0	0.0	AVG 2.2	1.2	1.63	2.94	0.00	0.00	74.8	64.8

AT-RISK

28 % 87.5

GRADUATES

0 % 0.0

DROPOUTS

6th 6 Weeks: 1994 0.0 October: 1994

RETAINEES

End of Year: SPRING, 1994 15.6 Beginning of Year: FALL, 1994

PREDICTED and OBTAINED 1993-94 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1993						
Spring, 1994						
End of Year, 94	32	4	11.2	0	0.0	0.0
Annual,						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/NAPT MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11
Reading									21	12	46
Number of Students									17	9	2
Mathematics									30	23	57
Number of Students									17	8	2
Composite									21	16	52
Number of Students									17	8	2

ROPE, SPRING 1993 TO SPRING 1994 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11
READING										
Number of Students								8	8	2
1993 Grade Equivalent								6.4	7.5	7.4
1994 Grade Equivalent								6.1	6.4	10.8
Gain								-0.4	-1.2	3.4
Over/Under Predicted								-.7	-2	2.9
Program Effectiveness								•	•	•
Range for 0 (+/-)								1.4	1.3	2.6
MATHEMATICS										
Number of Students								7	8	2
1993 Grade Equivalent								6.3	7.6	10.2
1994 Grade Equivalent								6.7	8.2	11.9
Gain								0.4	0.6	1.7
Over/Under Predicted								-1	-.3	1.3
Program Effectiveness								•	•	•
Range for 0 (+/-)								1.5	1.3	2.4
LANGUAGE										
Number of Students								7	9	2
1993 Grade Equivalent								7.5	6.9	12.6
1994 Grade Equivalent								8.6	7.4	12.0
Gain								1.0	0.4	-0.6
Over/Under Predicted								0.1	-.3	-.4
Program Effectiveness								•	•	•
Range for 0 (+/-)								1.5	1.1	2.2

TAAS MASTERY

Grade	3	4	5	6	7	8	Exit
WRITING							
Number of Students							3
Percent Mastery							67
READING							
Number of Students							5
Percent Mastery							60
MATHEMATICS							
Number of Students							5
Percent Mastery							40
PASSING ALL TESTS TAKEN							
Number of Students							5
Percent Mastery							40

KEY

ITBS = Iowa Tests of Basic Skills Grades 1-2
NAPT = Norm-Referenced Assessment Program for Texas Grades 3-11
ROPE = Report On Program Effectiveness
• = Number of Students is Too Small for Analysis
\+ = Positive Impact
\- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

OVERAGE 9TH-GRADE PROGRAM, JOHNSTON HS, 1993-94

GROUP CHARACTERISTICS:

Number of students in this group:	32
Percent low income:	63
Percent minority:	88
Percent female:	50
Percent limited English proficient(LEP):	3
Percent overage for their grade:	63
Percent special education students:	6
Percent gifted/talented students:	0

Major Findings

NAPT ACHIEVEMENT: The spring, 1994, NAPT median percentile scores of program students were compared to the 1993 national norms.

Out of 6 comparisons, program students' scores were...

	Reading	Mathematics
Above the national norm in	0	1
At the national norm in	0	0
Below the national norm in	3	2

NAPT scores from spring, 1994, were compared to predicted level of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 9 comparisons, program students' scores...

	Reading	Mathematics	Language
Exceeded predicted levels in	0	0	0
Achieved predicted levels in	0	0	0
Were below predicted levels in	0	0	0
Were too few for analysis in	3	3	3

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the average percentages of program students mastering the TAAS at the exit level were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	1	1	1	1

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Lower	90.4%	85.3%
Spring, 1994	Lower	88.8%	79.8%

Compared to...	1993-94 program attendance was...
Program students in 1992-93	Fall: Lower Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Higher	5.9%	6.3%
Spring, 1994	Lower	4.7%	3.1%

Compared to...	1993-94 program discipline was...
Program students in 1992-93	Fall: Higher Spring: Higher

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1993	Lower	79.2	64.5
Spring, 1994	Lower	79.3	64.7

Compared to...	1993-94 program GPA was...
Program students in 1992-93	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1994, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Higher	9.2%	15.6%

Compared to the sixth six weeks dropout rate for senior high students for 1993-94:

The program rate was...	AISD	Program
Lower	8.8%	0.0%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	11.2%	0.0%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name:DW@0AA2

93.13

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: OVERAGE 9TH-GRADE PROGRAM, TRAVIS HS, 1993-94 PRINT DATE: 07/22/94

DEMOGRAPHIC INDICATORS

	Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:												51	27	38	25	141

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	76	65	10	109	22	66	5	104	3	2
%	54	46	7	77	16	47	4	74	2	1

PROGRESS INDICATORS

		Attendance		Disciplined		Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
93-94	#	140	122	12	6	131	81	131	81	131	81	121	71
	%	80.1	77.1	8.5	4.3	AVG 2.1	1.7	0.93	1.00	0.70	1.30	72.2	70.5
92-93	#	124	115	8	9	110	102	110	102	110	102	108	101
	%	84.8	79.8	5.7	6.4	AVG 2.2	2.3	1.16	1.43	0.30	0.24	73.4	72.8

AT-RISK

126 % 89.4

GRADUATES

15 % 10.6

DROPOUTS

6th 6 Weeks: 21.3 October: 1994

RETAINEES

End of Year: 12.1 SPRING, 1994 Beginning of Year: FALL, 1994

PREDICTED and OBTAINED 1993-94 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1993						
Spring, 1994						
End of Year, 94	141	21	14.9	30	21.3	142.7
Annual,						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

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ACHIEVEMENT INDICATORS

GENESYS

ITBS/NAPT MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11
Reading									20	26	21
Number of Students									14	10	21
Mathematics									39	37	29
Number of Students									16	10	25
Composite									30	29	23
Number of Students									12	9	18

ROPE, SPRING 1993 TO SPRING 1994 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11
READING										
Number of Students								2	4	18
1993 Grade Equivalent								7.5	9.4	7.6
1994 Grade Equivalent								8.5	11.5	8.1
Gain								-1.0	2.1	0.5
Over/Under Predicted								-1	1.9	-.3
Program Effectiveness								*	*	*
Range for 0 (+/-)								2.7	1.9	0.9
MATHEMATICS										
Number of Students								5	3	23
1993 Grade Equivalent								9.5	9.1	7.7
1994 Grade Equivalent								12.0	9.0	9.1
Gain								2.4	-0.1	1.4
Over/Under Predicted								1.7	-.2	-.8
Program Effectiveness								*	*	*
Range for 0 (+/-)								1.8	2.1	0.7
LANGUAGE										
Number of Students								2	4	19
1993 Grade Equivalent								8.8	9.5	8.7
1994 Grade Equivalent								10.0	8.6	9.2
Gain								1.2	-0.9	0.5
Over/Under Predicted								0.5	-1	-.6
Program Effectiveness								*	*	*
Range for 0 (+/-)								2.7	1.7	0.7

TAAS MASTERY

Grade	3	4	5	6	7	8	Exit
WRITING							
Number of Students							19
Percent Mastery							37
READING							
Number of Students							30
Percent Mastery							30
MATHEMATICS							
Number of Students							61
Percent Mastery							31
PASSING ALL TESTS TAKEN							
Number of Students							65
Percent Mastery							26

KEY

ITBS = Iowa Tests of Basic Skills Grades 1-8
NAPT = Norm-Referenced Assessment Program for Texas Grades 3-11
ROPE = Report On Program Effectiveness
* = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

OVERAGE 9TH-GRADE PROGRAM, TRAVIS HS, 1993-94

GROUP CHARACTERISTICS:

Number of students in this group:	141
Percent low income:	47
Percent minority:	84
Percent female:	46
Percent limited English proficient(LEP):	4
Percent overage for their grade:	74
Percent special education students:	2
Percent gifted/talented students:	1

Major Findings

NAPT ACHIEVEMENT: The spring, 1994, NAPT median percentile scores of program students were compared to the 1993 national norms.

Out of 6 comparisons, program students' scores were...

	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	3	3

NAPT scores from spring, 1994, were compared to predicted level of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 9 comparisons, program students' scores...

	Reading	Mathematics	Language
Exceeded predicted levels in	0	0	0
Achieved predicted levels in	0	0	0
Were below predicted levels in	0	0	0
Were too few for analysis in	3	3	3

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the average percentages of program students mastering the TAAS at the exit level were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	1	1	1	1

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Lower	90.4%	80.1%
Spring, 1994	Lower	88.8%	77.1%

Compared to...	1993-94 program attendance was...
Program students in 1992-93	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Higher	5.9%	8.5%
Spring, 1994	Lower	4.7%	4.3%

Compared to...	1993-94 program discipline was...
Program students in 1992-93	Fall: Higher Spring: Lower

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1993	Lower	79.2	72.2
Spring, 1994	Lower	79.3	70.5

Compared to...	1993-94 program GPA was...
Program students in 1992-93	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1994, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Higher	9.2%	12.1%

Compared to the sixth six weeks dropout rate for senior high students for 1993-94:

The program rate was...	AISD	Program
Higher	8.8%	21.3%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Higher	14.9%	21.3%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Greater than 100%	The program did worse than anticipated

File name:DW@OAA3

93.13

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: OVERAGE 9TH-GRADE PROGRAM, BOWIE HS, 1993-94 PRINT DATE: 07/22/94

DEMOGRAPHIC INDICATORS

	Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:												79	12	10	19	120

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	64	56	9	35	76	20	4	41	7	0
%	53	47	8	29	63	17	3	34	6	0

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
93-94	#	113	117	6	2	#	118	111	118	111	118	111	117	110
	%	92.7	89.4	5.0	1.7	AVG	2.2	2.0	1.12	1.24	0.41	0.61	76.5	75.6
92-93	#	91	89	2	2	#	51	49	51	49	51	49	51	49
	%	93.7	91.0	1.7	1.7	AVG	2.1	2.1	1.59	1.65	0.29	0.24	73.2	73.3

AT-RISK

68 % 56.7

GRADUATES

12 % 10.0

DROPOUTS

6th 6 Weeks: 1994 4.2 October: 1994

RETAINEES

End of Year: SPRING, 1994 6.7 Beginning of Year: FALL, 1994

PREDICTED and OBTAINED 1993-94 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1993						
Spring, 1994						
End of Year, 94	120	10	8.7	5	4.2	47.9
Annual,						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

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PROGRAM/GROUP: OVERAGE 9TH-GRADE PROGRAM, BOWIE HS, 1993-94 — EVALUATION SUMMARY-P.2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/NAPT MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11
Reading									59	40	37
Number of Students									68	7	5
Mathematics									63	42	34
Number of Students									70	7	5
Composite									62	40	31
Number of Students									68	7	5

ROPE, SPRING 1993 TO SPRING 1994 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11
READING										
Number of Students								44	1	2
1993 Grade Equivalent								10.2	15.0	8.2
1994 Grade Equivalent								10.8	12.3	8.9
Gain								0.5	-2.7	0.7
Over/Under Predicted								0.1	-2	0.0
Program Effectiveness								0	*	*
Range for 0 (+/-)								0.6	3.7	2.6
MATHEMATICS										
Number of Students								45	1	3
1993 Grade Equivalent								9.3	12.1	6.2
1994 Grade Equivalent								11.3	12.3	8.8
Gain								2.0	0.2	2.6
Over/Under Predicted								0.0	0.0	-.7
Program Effectiveness								0	*	*
Range for 0 (+/-)								0.6	3.7	2.0
LANGUAGE										
Number of Students								45	1	2
1993 Grade Equivalent								10.5	11.8	9.1
1994 Grade Equivalent								11.1	13.0	8.8
Gain								0.6	1.2	-0.3
Over/Under Predicted								-.5	1.1	-1
Program Effectiveness								0	*	*
Range for 0 (+/-)								0.6	3.3	2.2

TAAS MASTERY

Grade	3	4	5	6	7	8	Exit
WRITING							
Number of Students							11
Percent Mastery							45
READING							
Number of Students							14
Percent Mastery							43
MATHEMATICS							
Number of Students							37
Percent Mastery							38
PASSING ALL TESTS TAKEN							
Number of Students							38
Percent Mastery							32

KEY

ITBS = Iowa Tests of Basic Skills Grades 1-2

NAPT = Norm-Referenced Assessment Program for Texas Grades 3-11

ROPE = Report On Program Effectiveness

* = Number of Students is Too Small for Analysis

\+ = Positive Impact

\- = Negative Impact

0 = No Impact

TAAS = Texas Assessment of Academic Skills

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

OVERAGE 9TH-GRADE PROGRAM, BOWIE HS, 1993-94

GROUP CHARACTERISTICS:	
Number of students in this group:	120
Percent low income:	17
Percent minority:	37
Percent female:	47
Percent limited English proficient (LEP):	3
Percent overage for their grade:	34
Percent special education students:	6
Percent gifted/talented students:	0

Major Findings

NAPT ACHIEVEMENT: The spring, 1994, NAPT median percentile scores of program students were compared to the 1993 national norms.

Out of 6 comparisons, program students' scores were...

	Reading	Mathematics
Above the national norm in	1	1
At the national norm in	0	0
Below the national norm in	2	2

NAPT scores from spring, 1994, were compared to predicted level of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 9 comparisons, program students' scores...

	Reading	Mathematics	Language
Exceeded predicted levels in	0	0	0
Achieved predicted levels in	1	1	1
Were below predicted levels in	0	0	0
Were too few for analysis in	2	2	2

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the average percentages of program students mastering the TAAS at the exit level were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	0	0	0	0
The same in	0	0	0	0
Lower in	1	1	1	1

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Higher	90.4%	92.7%
Spring, 1994	Higher	88.8%	89.4%

Compared to...	1993-94 program attendance was...
Program students in 1992-93	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Lower	5.9%	5.0%
Spring, 1994	Lower	4.7%	1.7%

Compared to...	1993-94 program discipline was...
Program students in 1992-93	Fall: Higher Spring: The same

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1993	Lower	79.2	76.5
Spring, 1994	Lower	79.3	75.6

Compared to...	1993-94 program GPA was...
Program students in 1992-93	Fall: Higher Spring: Higher

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1994, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Lower	9.2%	6.7%

Compared to the sixth six weeks dropout rate for senior high students for 1993-94:

The program rate was...	AISD	Program
Lower	8.8%	4.2%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Lower	8.7%	4.2%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Less than 100%	The program did better than anticipated

File name:DW@OAB0W

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: OVERAGE 9TH-GRADE PROGRAM, LBJ HS, 1993-94 PRINT DATE: 07/22/94

DEMOGRAPHIC INDICATORS

	Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											1	17				18

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	8	10	10	7	1	13	0	9	0	0
%	44	56	56	39	6	72	0	50	0	0

PROGRESS INDICATORS

		Attendance		Disciplined			Credits		# F's		# No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
93-94	#	18	17	4	4	#	14	11	14	11	14	11	14	11
	%	69.0	69.3	22.2	22.2	AVG	0.6	0.9	4.36	4.18	1.07	1.00	59.0	63.3
92-93	#	18	18	1	2	#								
	%	86.0	78.5	5.6	11.1	AVG								

AT-RISK

18 % 94.7

GRADUATES

0 % 0.0

DROPOUTS

6th 6 Weeks: 16.7 October: 1994

RETAINEES

End of Year: 0.0 SPRING, 1994 Beginning of Year: FALL, 1994

PREDICTED and OBTAINED 1993-94 DROPOUT RATES

	Number of Students	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
Fall, 1993						
Spring, 1994						
End of Year, 94	19	2	11.4	3	15.8	138.3
Annual,						

Definitions:

The PREDICTED DROPOUT RATE for a program/group is the sum of the dropout risk probability for each student in the group divided by the number of students in the group (N).

The DROPOUT RISK PROBABILITY for a student is based on the risk factor associated with the student's membership in one of 22 different risk categories. (The risk categories are detailed in the current GENESYS report.)

The RISK FACTOR for a given risk category is the percentage of students in that risk category who dropped out. Expressed as a rate, the risk factor is a two decimal-place numeral. For example, if 45.75% of the students in a particular risk category dropped out, the risk factor for a student in that category would be 45.75.

The OBTAINED DROPOUT RATE for a program/group is the actual percentage of students who dropped out.

The OBTAINED AS A % OF PREDICTED statistic is calculated by dividing the predicted rate by the obtained rate and multiplying by 100.

CONTINUED ON PAGE 2

ACHIEVEMENT INDICATORS

GENESYS

ITBS/NAPT MEDIAN PERCENTILES,

Grade	1	2	3	4	5	6	7	8	9	10	11
Reading									9		
Number of Students									10		
Mathematics									14		
Number of Students									10		
Composite									8		
Number of Students									10		

ROPE, SPRING 1993 TO SPRING 1994 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11
READING										
Number of Students								2		
1993 Grade Equivalent								6.2		
1994 Grade Equivalent								3.0		
Gain								-3.3		
Over/Under Predicted								-4		
Program Effectiveness								•		
Range for 0 (+/-)								2.7		
MATHEMATICS										
Number of Students								2		
1993 Grade Equivalent								7.7		
1994 Grade Equivalent								7.3		
Gain								-0.4		
Over/Under Predicted								-2		
Program Effectiveness								•		
Range for 0 (+/-)								2.8		
LANGUAGE										
Number of Students								2		
1993 Grade Equivalent								6.4		
1994 Grade Equivalent								4.6		
Gain								-1.8		
Over/Under Predicted								-3		
Program Effectiveness								•		
Range for 0 (+/-)								2.7		

TAAS MASTERY

Grade	3	4	5	6	7	8	Exit
WRITING							
Number of Students							
Percent Mastery							
READING							
Number of Students							
Percent Mastery							
MATHEMATICS							
Number of Students							
Percent Mastery							
PASSING ALL TESTS TAKEN							
Number of Students							
Percent Mastery							

KEY

ITBS = Iowa Tests of Basic Skills Grades 1-2
NAPT = Norm-Referenced Assessment Program for Texas Grades 3-11
ROPE = Report On Program Effectiveness
• = Number of Students is Too Small for Analysis
+ = Positive Impact
- = Negative Impact
0 = No Impact
TAAS = Texas Assessment of Academic Skills

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EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

OVERAGE 9TH-GRADE PROGRAM, LBJ HS, 1993-94

GROUP CHARACTERISTICS:	
Number of students in this group:	18
Percent low income:	72
Percent minority:	94
Percent female:	56
Percent limited English proficient(LEP):	0
Percent overage for their grade:	50
Percent special education students:	0
Percent gifted/talented students:	0

Major Findings

NAPT ACHIEVEMENT: The spring, 1994, NAPT median percentile scores of program students were compared to the 1993 national norms.

Out of 2 comparisons, program students' scores were...

	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	1	1

NAPT scores from spring, 1994, were compared to predicted level of achievement by means of the Report on Program Effectiveness (ROPE) procedure.

Out of 4 comparisons, program students' scores...

	Reading	Mathematics	Language
Exceeded predicted levels in	0	0	0
Achieved predicted levels in	0	0	0
Were below predicted levels in	0	0	0
Were too few for analysis in	1	1	2

TAAS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the average percentages of program students mastering the TAAS at the exit level were:

	Reading	Mathematics	Writing	All Tests Taken
Higher in	1	1	1	1
The same in	0	0	0	0
Lower in	0	0	0	0

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Lower	90.4%	69.0%
Spring, 1994	Lower	88.8%	69.3%

Compared to...	1993-94 program attendance was...
Program students in 1992-93	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1993	Higher	5.9%	22.2%
Spring, 1994	Higher	4.7%	22.2%

Compared to...	1993-94 program discipline was...
Program students in 1992-93	Fall: Higher Spring: Higher

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1993	Lower	79.2	59.0
Spring, 1994	Lower	79.3	63.3

Compared to...	1993-94 program GPA was...
Program students in 1992-93	Fall: Higher Spring: Higher

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1994, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Lower	9.2%	0.0%

Compared to the sixth six weeks dropout rate for senior high students for 1993-94:

The program rate was...	AISD	Program
Higher	8.8%	16.7%

Compared with the percentage of program students predicted to drop out:

The obtained rate was...	Predicted	Obtained
Higher	11.4%	15.8%

As a percentage of the dropout rate predicted for these students:

The program rate was...	Meaning that...
Greater than 100%	The program did worse than anticipated

File name:DW@OALBJ

Austin Independent School District

Office of Research and Evaluation

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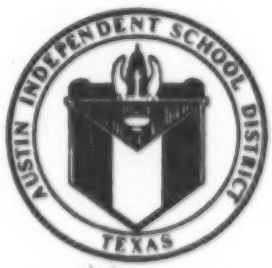

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Publication No. 93.13
September 1994